New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Valley Stream District 24	Unal Karakas

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Provide a nurturing and supportive learning environment that promotes the social, emotional, and behavioral wellness of all students.
2	Provide instruction, activities, lessons, and classroom settings that are differentiated to each student's unique learning needs and ability levels with students, as well as, enhance instruction in English Language Arts and Math.
3	Enhance student attendance through the use of consistent incentives and motivators throughout the year.
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	Provide a nurturing and supportive learning environment that promotes the social, emotional, and behavioral wellness of all students.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	This aligns with our district's vision and mission statements. We also focus on four pillars which include Diversity, Equity, and Inclusion, Wellness, Student Achievement and Parent Engagement. An analysis of data and feedback provided from the students, staff, and parent surveys, and meetings indicated the importance of providing a nurturing and supportive learning environment that promotes the social, emotional, and behavioral wellness of all students. This was also observed through the Equity Self-Reflection form which provided insight from staff, students and parents that this continues to be necessary.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Behavioral consultation for teachers to implement SEL and best practices in class-wide behavior support (PBIS)	This strategy will involve professional development and consultation focusing on effective teaching strategies to increase the teachers' ability to teach students using multi-tier systems of support focusing on social emotional strategies and behavioral wellness to create nurturing and supportive learning environments.	Time and funding will be needed for the costs associated with the consultants for the professional development and coaching.

Online RULER training and in-person workshops to assist in implementing SEL	Teachers will participate in professional development to implement the four anchors of RULER focusing on SEL in the classroom.	No costs needed because this is a continuation from 2022-2023. However, time is needed for teachers to complete online workshops.
Provide substitutes to allow staff to attend the professional development meetings.	Substitutes will be provided to staff attending the professional development sessions.	Funding will be needed for the costs associated with the substitutes.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

-Decrease in office disciplinary referrals (i.e., if the district does more proactively, then there will be fewer referrals).

-Use of RULER anchors (e.g., Mood Meter, Charter, etc.) in classrooms through walk-through visits and observations.

-Decrease in student suspensions across the district.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Implementation of Tier 1 and 2 supports (e.g., classwide charter/expectations, mood meter, CICO, etc.) for at-risk students.	June 2024	
Development of MTSS plan that includes formal processes for identifying, monitoring, and analysis for students with social, emotional, and behavioral difficulties.	June 2024	
Completion of online RULER training course for staff	June 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	Provide instruction, activities, lessons, and classroom settings that are differentiated to each student's unique learning needs and ability levels with students, as well as, enhance instruction in English Language Arts and Math.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The district's vision and the district's mission statement correlate with this commitment by focusing on student achievement and growth, differentiation to meet all student's unique needs and enhancing instruction. Data analysis and feedback results provided from the students, staff, and parents, indicated the need for continued differentiation strategies and enhancing instruction to meet the student's learning needs and ability levels. In addition, feedback was provided to continue with enhancing English Language Arts and Math strategies through staff and parent meetings.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional development for K-6 teachers focusing on mathematical concepts, fluency, and progress monitoring	K-Grade 6 teachers will participate in professional development workshops focusing on mathematical concepts, fluency and progress monitoring.	Time and funding will be needed for the costs associated with the professional development.
Professional development for K-2 teachers focusing on phonemic awareness and	K-2 teachers will participate in professional development focusing on phonemic awareness and comprehension strategies with progress monitoring.	Time and funding will be needed for the costs associated with the professional development.

comprehension with progress monitoring		
Professional development for Grade 3-6 teachers focusing on comprehension strategies, higher order thinking skills and progress monitoring.	Grades 3-6 teachers will participate in professional development focusing on comprehension strategies, higher order thinking skills and progress monitoring.	Time and funding will be needed for the costs associated with the professional development.
Coaching for K-Grade 6 teachers and newly hired teachers on best practices including guided reading and differentiating lessons.	K-Grade 6 teachers and newly hired teachers will receive coaching on best practices including guided reading and differentiating lessons.	Time and funding will be needed for the costs associated with the professional development.
Provide substitutes to allow staff to attend the professional development meetings.	Substitutes will be provided to staff attending the professional development sessions.	Funding will be needed for the costs associated with the substitutes.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.
-NWEA Math and Reading growth data (for SWDs) -Percentage of teachers using multisensory reading strategies in the classroom -Percentage of teachers using best practices in guided reading, reading comprehension strategies, instruction in phonemic awareness and differentiated instruction.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
NWEA Math Growth Data for SWDs	June 2024	
NWEA Reading Growth Data for SWDs	June 2024	
Classroom observations and walk-through visit data; Percentage of teachers using multisensory reading strategies, best practices	June 2024	

in reading instruction (e.g., phonemic awareness, reading comprehension) for SWDs.		

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	Enhance student attendance through the use of consistent incentives and motivators throughout the year.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* *How does this Priority fit into the District's vision, values and aspirations?* *Why did this emerge as something to prioritize?* *What makes this the right Priority to pursue?* *How does this fit into other Priorities and the District's long-term plans?* *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	This commitment correlates with our district's vision to ensure the equitable education of each student. The district is committed to providing a teaming environment that challenges the students to ensure their highest potential. Students are required to attend school daily and work collaboratively to ensure the success of all. This commitment relates to student, parent, and teacher surveys when they described important factors for success. The daily and monthly review of student attendance data indicated the importances of ensuring that students consistently attend school.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Behavioral consultant for principal, support staff, and teachers	Consultation will be provided to building staff offering guidance in developing incentives and criteria (e.g., attendance awards, etc.) for student attendance.	Time and funding will be needed for the costs associated with the consultant and incentives.
Parent engagement using multiple modes of parent communication applications, email, in person or virtual meetings.	Utilizing multiple modes of communication to engage the parents in conversations and developing a plan to increase their child's attendance.	Time will be needed for the discussions and planning.

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Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.
Improvement for students at each building who have a history of chronic absenteeism will be recorded.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Continued improvement for students at each building who have a history of chronic absenteeism.	June 2024	

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2023-24?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2023-24?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Dr. Scott Comis	Principal	
Dr. Robert Mueller	Director of Pupil Services	
Dr. Lisa Conte	Assistant Superintendent of Curriculum	
Kaitlyn Gillespie	Teacher	
Amy Rappaport	Teacher	
Rachel Aiello	Parent	
Annette Revalo	Parent	

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
1/23/23	District Office
3/27/23	District Office
5/16/23	District Office

5/16/23	District Office
5/25/23	District Office
6/9/23	Brooklyn Avenue School
6/14/23	Brooklyn Avenue School
7/14/23	District Office
7/17/23	District Office

Districts with Schools Identified for TSI/ATSI Supports Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Surveys, Forums, Feedback Sessions
Parents with children from each identified subgroup	Surveys, Forums, Feedback Sessions
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X☐ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. X☐ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. X☐ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. X☐ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).